

# Research & Action Report

Wellesley Centers for Women

Featuring

**Squeeze Play:  
Why Title IX Is Not Enough**

Commentary

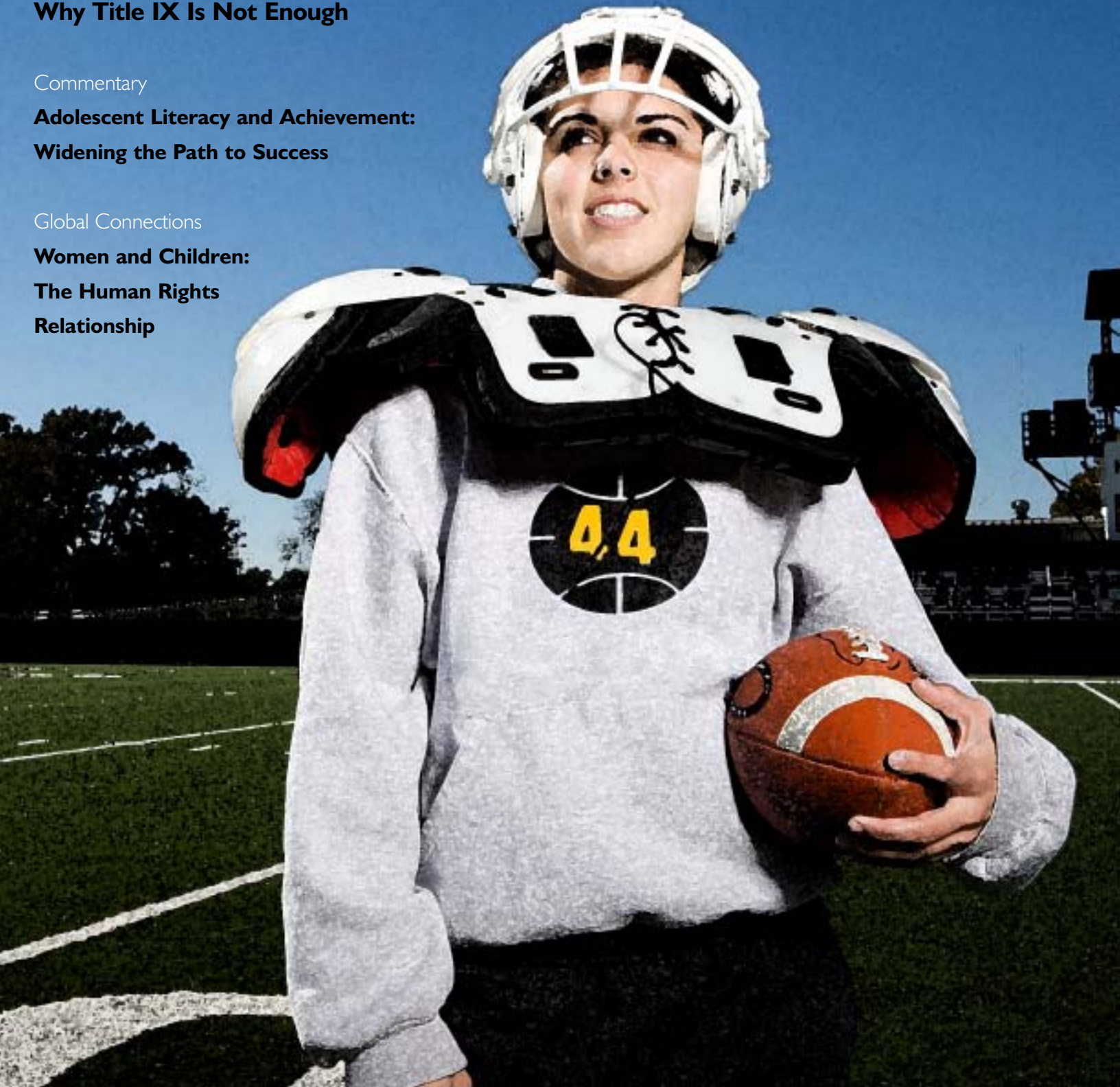
**Adolescent Literacy and Achievement:  
Widening the Path to Success**

Global Connections

**Women and Children:  
The Human Rights  
Relationship**



Center for Research  
on Women  
Stone Center



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*Research & Action Report* is published in the spring and fall by the Wellesley Centers for Women (WCW).

For more than 30 years, WCW has been a driving force—both behind the scenes and in the spotlight—promoting positive change for women and men, girls and boys. WCW brings together an interdisciplinary community of scholars engaged in research, training, analysis, and action. Our groundbreaking work is dedicated to looking at the world through the eyes of women with the goal of shaping a better world for all. The research and action projects at WCW lead to creative solutions and innovative policy alternatives to a range of pressing social concerns.

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The secret of our success is that we never, never give up.  
WILMA MANKILLER

*We learn best to listen to our own voices if we are listening at the same time to other women—whose stories, for all our differences, turn out to be our stories also.*  
BARBARA DEMING

## From the Executive Director



Every year at WCW we hold an all-day staff retreat. We ‘retreat’ less than a mile, but we put immediate work aside and spend the day focusing on the Centers as a whole, rather than on the smaller pieces confronting each of us on a daily basis. This fall our theme was The Changing Voices of Feminism and the way our work reflects and builds on these perspectives. For 30 years, writing about the demise of feminism has been a favorite topic for a wide range of authors, from feminists unhappy with the current state of events to right wing pundits eager to dis-

miss the effectiveness of women’s activism. All the while women and men continue to fight for improvements in the status of women—both at home and abroad, undeterred by the premature death notices for feminism. We began our WCW retreat discussions days ahead with invitations that quoted women from across the centuries, and as the day began we gave each participant other quotations to ponder. The highlight of the day was a panel of WCW staff ranging in age from 21 to 82. Each panelist told her own story, and while the stories differed, the similarities were startling. The oldest panelist could cite remarkable changes, while the youngest could echo continuing inequities and lingering gender myths. The day left us encouraged by the evidence that commitment and hard work matter and can create positive changes for women; energized by the renewed realization that we are part of a long line of committed individuals focused on ensuring the full and equal rights of all people; and buoyed by the understanding that this struggle is about the good of all, not simply any single individual or group. [R](#)

In the end anti-black, anti-female, and all forms of discrimination are equivalent to the same thing—anti-humanism.  
SHIRLEY CHISHOLM

*A feminist is anyone who recognizes the equality and full humanity of women and men.*  
GLORIA STEINEM

*Men their rights and nothing more; women their rights and nothing less.*  
SUSAN B. ANTHONY



## WCW Welcomes New Scholars

Wellesley Centers for Women (WCW) proudly welcomes three new scholars: Anita Hill, Sally Engle Merry, and Laura Pappano.

**Anita Hill** is professor of social policy, law, and women's studies at Brandeis University. During the 2007-2008 academic year she is serving as a senior scholar at WCW and as a Newhouse visiting scholar at Wellesley College. Her work at Wellesley involves analyzing the nearly 25,000 pieces of correspondence she received in the wake of her testimony at the confirmation hearing of Supreme Court Justice Clarence Thomas for a project titled "Lessons in the Letters: Learning about Race and Gender from the Private Responses to the Clarence Thomas Confirmation Hearing." Hill opened the WCW fall lunchtime seminar series in October with a presentation on this topic. Hill earned her J.D. from Yale University and her B.S. from Oklahoma State University. Her scholarly publications include the forthcoming: "Choice, Social Structure, and Educational Policy" in *Race, Markets and Social Structures*, 1st edition edited by Emma Coleman Jordan, Thousand Oaks, California: Sage Publications, 2007; "The Embodiment of Equal Justice Under the Law" in *Nova Law Review* (31. 2), 2007; and "What Difference Will Women Judges Make? Looking Once More at the 'Woman Question'" in *Women and Leadership: The State of Play and Strategies for Change*, 1st edition, edited by Barbara Kellerman and Deborah Rhode, New York: Jossey-Boss, 2007.



Joining Hill as a senior scholar at WCW is **Sally Engle Merry**. A professor in the Anthropology Department at Wellesley College from 1975-2005, she received many awards during her tenure, including the Pinanski Prize for Excellence in Teaching. Since 2005, she has been a Professor of Anthropology and Law and Society at New York University. Merry has published a number of books and articles, and has received numerous accolades and awards for her work, including the Presidential Award from the American Anthropological Association. In 2007, she was named the Chancellor's Distinguished Fellow at University of California, Irvine and gave the John P. Humphrey Lecture in Human Rights at McGill University and the Genevieve McMillan-Reba Stewart Lecture on Women in the Developing World at MIT. Merry earned her bachelor's degree from Wellesley College, master's degree from Yale University, and Ph.D. from Brandeis University.

**Laura Pappano** has joined WCW as its first writer-in-residence. An experienced journalist, Pappano has been widely published in *The New York Times*, *The Boston Globe*, *CommonWealth*, *Good Housekeeping*, *Working Mother*, and other publications. She has been a visiting scholar at Northeastern University and Radcliffe Institute for Advanced Study, and has been an instructor at Emerson College and Bradford College, all in Massachusetts. She is the co-author of *Playing with the Boys: Why Separate Is Not Equal in Sports* and author of *The Connection Gap*. A recipient of many awards and honors for her work, Pappano earned her bachelor's degree from Yale University. Pappano and her colleague Eileen McDonagh offered a fall lunchtime seminar, "Squeeze Play: Why Title IX Is Not Enough" in October at WCW.

## New Bullying and Sexual Violence Project

Nan Stein is serving as co-investigator on "Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models," a new project funded by The Centers for Disease Control and Prevention (CDC), National Center for Injury Prevention and Control with the University of Illinois, Urbana-Champaign (UIU-C). Along with principal investigator Dorothy L. Espelage from UIU-C, Stein will address this critical issue by examining the overlap of bullying perpetration/victimization and sexual violence. The aim is to inform sexual violence prevention efforts in U.S. schools.

Currently, many school-based sexual violence prevention programs across the United States have started to focus on addressing attitudes and behaviors related to bullying. This practice emerged because bullying prevention is more palatable than addressing sexual violence to school administrators, parents, and teachers. Although this is a practical solution, it ignores the fact that there exists no empirical support that bullying prevention in elementary or middle school is associated with decreases in sexual violence perpetration or victimization over time.

posed risk (e.g., anger, attitudes toward violence) and protective factors (e.g., empathy). These data will allow for the identification of the unique and shared risk and protective factors associated with school bullying and sexual violence.

Moreover, focus groups will also be conducted with students and teachers in the second and third years of the project. Teachers and key administrators will also be interviewed to gain their assessment of bullying and sexual harassment/violence in their schools among the stu-

...there exists no empirical support that bullying prevention in elementary or middle school is associated with decreases in sexual violence perpetration or victimization over time.



This study will include a comprehensive examination of bullying and sexual violence definitions and assessment of existing intervention/prevention efforts with adolescents (both in school and in out-of-school settings), and will identify causes of bullying and sexual violence perpetration/victimization. Participants will include approximately 3,500 middle school students in 100 classrooms and their teachers across a three-year period. Students and teachers will complete surveys at multiple time points assessing a wide range of bullying attitudes and behaviors, frequency of bullying perpetration and victimization, sexual harassment victimization and perpetration, and measures of pro-

ponents. In addition, the researchers will conduct reviews of the kinds of complaints of bullying and sexual harassment that have occurred in the schools, as well as the kinds of policies and trainings that the schools typically offer to their staff and students. It is vital to understand the ways in which all the school actors make sense of and frame incidents of bullying and sexual harassment/violence.

Study results will be instrumental in guiding current practices around sexual violence and bullying prevention efforts.

## Open Circle Welcomes New Director

**Kristen L. Handricken** joined Wellesley Centers for Women (WCW) as the new Director of the Open Circle program. Handricken has worked in the education, public health, and human service fields for the past 18 years in a variety of roles that span direct service provision, program coordination, administration, training, and consultation. She has founded and developed youth- and family-serving programs and initiatives in urban communities in Massachusetts. As co-director of the Middle Grades Prevention Program for the Cambridge Public Schools, Handricken coordinated the district-wide integration and evaluation of social and emotional learning services for middle school students in Cambridge. A graduate of Bridgewater State College and Harvard University, she holds a Bachelor of Arts in English Literature and a Specialized Master of Education in the development of socio-educational partnerships for equity and inclusion. Previous to joining WCW, Handricken worked as a consultant, trainer, and facilitator dedicating herself to enhancing the power of organizations to better meet the needs of adults and children of all racial heritages, gender identities, and economic backgrounds. As a former commissioner on the Board for the Status of Women in Cambridge, she advocated for the protection of human and civil rights of women, children, and families in the city for almost a decade. Handricken is an Advisory Board and Core Faculty member of the Center for Peaceable Schools and Communities at Lesley University and has taught at Urban College of Boston.

## Credentialing Evaluation Underway

The School Age Youth Development (SAYD) Credential evaluation conducted by **Georgia Hall** at the National Institute on Out-of-School Time is in its second phase of work. Hall is documenting the experiences of the first cohort of school-age youth development professionals who are engaged in the 18-month credential hosted by Achieve Boston. With the implementation of the SAYD credential, Achieve Boston hopes to improve the overall quality of after-school and youth programs by ensuring that program staff at all levels have access to com-

prehensive educational opportunities that enable them to strengthen their skills, develop their knowledge base, and advance along their chosen career path. Participants are enrolled in the final college credit class and will enter into a portfolio-development stage in the spring. Findings from the study will help the team to better understand how completion of the SAYD credential translates into positive outcomes for youth in out-of-school time programs in Boston.

## Appointments, Awards & Recognition

A presentation by **Sumru Erkut** and her colleagues Alison Konrad and Vicki Kramer, based on the Critical Mass Study of Women on Corporate Boards project at the Wellesley Centers for Women, was the winner of the Outstanding Empirical Paper Award at the May 2007 meeting of the Eastern Academy of Management. Erkut has also been appointed to serve as a member of the Clinical Research Review Committee of the National Center for Research Resources at the National Institutes of Health. She is also serving on the National Policy Advisory Board for the Women's Sports Foundation's Sport & Families Project—a comprehensive and ongoing study of the intersections between family, school, and girls' and boys' participation in sports and physical activity. Its first report is due to be released in December 2007.

**Jan Kilbourne** was honored for her work on body image portrayals in society and the media by the Massachusetts Eating Disorders Association (MEDA) at their Annual Gala on October 26.

**Nan Stein** (right) and her colleague Eleanor Linn (second from right) were awarded the Alumni Council Award at the 2007 convocation ceremony of the Harvard Graduate School of Education. Stein and Linn were recognized for their work in promoting gender equality and in creating a movement to recognize sexual harassment in schools. This award was created in order to recognize the significance of service to education by the many alumni of the Harvard Graduate School of Education. Each year, the Alumni Relations Office solicits nominations for the Award from the alumni body and the Alumni Council votes on the final selection.



## White Privilege & SEED

**Peggy McIntosh** is a featured speaker in *Mirrors of Privilege: Making Whiteness Visible*, a 90-minute documentary made by Shakti Butler, in which a variety of white people describe their lives in U.S. society. The film premiered December 2, 2006, in Oakland, CA and is being widely used in college courses and church groups. McIntosh is also featured as a commentator in the recently released documentary, *What Makes Me White?* by Aimee Sands. In this brief autobiographical film, Sands ponders the question of what resulted for her and other whites who were raised with a sense of separateness from, and fear of, people of other races. Sands is the award-winning producer of *We Are Family: Parenting and Foster Parenting in Gay Families* documentary and was on staff for the production of the series *Africans in America*.

McIntosh has been commissioned by the Saint Paul Foundation to expand her writing on white privilege in line with the foundation's multi-year, city-wide Facing Race Initiative. Also in Minnesota, McIntosh has spoken at the Children's Home Society and Family Services, and attended a gathering of 60 MN SEED leaders and two days of *Aha! SEED* events hosted by the College of St. Catherine and the Perpich Center for Multicultural Arts Education. At the College of St. Catherine, a tree was planted to honor the past and future work of the Minnesota branch of the SEED Project, founded 16 years ago by Cathy Nelson, co-led with her by Dena Randolph and later Kim Wilson, and most recently led by Executive Director Cheryl Rosebrook. Shvonne Johnson of the College of St. Catherine attended the summer training of the National SEED Project and is currently facilitating a SEED seminar at the college.

## Postdoctoral Fellowship Openings at WCW

Wellesley Centers for Women anticipates openings for up to three full-time postdoctoral fellowships for training in childhood and adolescence research. The program is designed to mentor candidates who will develop successful careers in externally funded research programs on underrepresented populations of children and adolescents.

A primary goal is to generate culturally informed research programs carried out by researchers from the same underrepresented groups. These positions, funded through an institutional training grant from the National Institute of Child Health and Human Development, are open to doctors in the social and behavioral sciences (Ph.D., M.D., Dr.P.H., Ed.D., or equivalent). The goal is to appoint experienced and promising scholars with strong potential to pursue research careers. Appointments are for one year.

Candidates are encouraged to read more about the postdoctoral program at [www.wcwnonline.org/postdoc](http://www.wcwnonline.org/postdoc) before completing an application. Candidates must be citizens of the U.S. or have permanent resident status; individuals on temporary or student visas are not eligible. The application should include a short introductory letter accompanied by 1) a three- to four-page (double-spaced) statement of research goals and how specific aspects of the WCW program will help meet them and with whom among the WCW preceptors the candidate would like to work; 2) three letters of recommendation, including one from a dissertation advisor; 3) current curriculum vitae; 4) one copy each of no more than three peer-reviewed publications; and 5) a copy of a doctoral diploma or letter from a department chair confirming that the candidate has met (or will meet) all requirements for the doctoral degree by the anticipated start date. These should be mailed to Director of Postdoctoral Program, Wellesley Centers for Women/CHE, Wellesley College, 106 Central Street, Wellesley, MA 02481. The deadline for submission is January 31, 2008. The earliest date of appointment is May 1, 2008.

*Wellesley College is an equal opportunity/affirmative action educational institution and employer; successful candidates must be able to work effectively in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities are encouraged.*



# Spotlight on New Research

## Promotion of Convention of the Rights of the Child/CEDAW as Complementary Frameworks for National, Regional, and Global Action

*Project Director: Rangita de Silva-de Alwis  
Funded by United Nations Children's Fund (UNICEF)*

This project addresses, through research and analysis, the way in which women's and children's rights intersect with legislative reform. Project outcomes include: developing a comprehensive handbook chapter on New Developments in Legislative Reform to advance women's and children's rights; active engagement in the conference on legislative reform in New York City this fall; and convening a regional workshop in South Asia promoting awareness of the linkages and synergies between the Convention on the Rights of the Child and the Convention on the Elimination of Discrimination against Women for the realization of women's and children's rights.

## Formative Evaluation of the Get Real Middle School Sexual Education Curriculum

*Project Director: Sumru Erkut  
Funded by Planned Parenthood League of Massachusetts*

This project is a multi-faceted engagement with Planned Parenthood League of Massachusetts (PPLM) to conduct a formative assessment of the Get Real Middle School Sexual Education curriculum. The project includes developing a student assessment tool; technical assistance and evaluation of the instructions for teachers and the teacher training program; technical assistance in the development of a high school sexual education curriculum; and consultation with PPLM stakeholders to define the goals of an impact evaluation. Ineke Ceder and Jenny Grossman are working on this initiative with Erkut.

## The Youth Worker Career Pathways Project: Guiding States, Localities, and Organizations toward a Framework for Policy and Practice

*Project Director: Ellen Gannett  
Funded by Cornerstones for Kids with The Forum for Youth Investment*

The Career Pathways Project will lead to a set of guidelines promoting success and strengthening the workforce for afterschool providers toward stability preparation, support, and commitment to the well-being and empowerment of youth.

## Next Generation Youth Work Coalition: Maintaining the Momentum

*Project Director: Ellen Gannett  
Funded by the David and Lucille Packard Foundation*

The National Institute on Out-of-School Time will partner with The Forum for Youth Investment as champions for action with the Career Pathway's sites in San Diego and Long Beach, California. This will include leading research aspects of the project as well as working to anticipate the sites' needs for information, support, and tools in a variety of areas.

## Afterschool Matters — A National Research, Writing, and Action Initiative

*Project Director: Georgia Hall  
Funded by The Robert Bowne Foundation*

The primary objective of this project is to manage the continuation of the well established Afterschool Matters Initiative, which includes several publications and a Research Grantee program, in addition to planning for the national expansion of a related action/research writing initiative.

## Outcomes Evaluation of FasTracKids

*Project Director: Georgia Hall  
Funded by FasTracKids International, Ltd.*

The FasTracKids Research Study is a 19-month international study aimed at examining the link between participation in FasTracKids enrichment programs and child outcomes (children 4 and 5 years old). FasTracKids Enrichment Centers offer a variety of classes and activities designed to promote early learning, develop creative thinking and problem solving, build verbal communication, promote leadership and personal growth, and encourage a lifelong love of learning. This study is being conducted to learn what child outcomes are associated with participation in enrichment programs such as FasTracKids. Additional questions that will be explored are: 1) How does FasTracKids participation relate to changes in engagement in learning and social skills development? and 2) In what ways are child outcomes associated with family, program, and participation attendance?

## The Massachusetts Child Care Study: Child Care Subsidies, Child Care Needs & Utilization, and Choice of Care among Low-Income Working Families

*Project Directors: Nancy Marshall, Wendy Wagner Robeson, and Joanne Roberts  
Funded by the Administration for Children and Families*

This study examines the child care needs and utilization patterns of low-income working families in Massachusetts, and the role of state child care subsidy policies and practices in meeting child care needs and providing low-income families with child care choices.

## Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models

*Co-Investigator: Nan Stein  
Funded by the Centers for Disease Control and Prevention (CDC) with University of Illinois, Urbana-Champaign*

This research project will address a critical issue by examining the overlap of bullying perpetration/victimization and sexual violence in order to inform sexual violence prevention in U.S. schools. Data will be collected from approximately 3,500 middle school students in 100 classrooms and their teachers and key administrators across a three-year period. Study results will be instrumental in guiding current practices around sexual violence and bullying prevention efforts and in helping to understand the ways in which all the school actors make sense of and frame incidents of bullying and sexual harassment/violence.

## Additional Projects, Contracts and Support

**Sumru Erkut** received funding from the Planned Parenthood League of Massachusetts (PPLM) to provide technical assistance for the Get Real Middle School Sex Education curriculum.

The **National Institute on Out-of-School Time** (NIOS) received funding for trainings and consultations from Massachusetts Department of Education; FasTracKids International, Ltd.; Southwestern Child Development Commission; School's Out Washington: Providing Powerful Pathways Workshop Presentation; Haverhill Public Schools; Juniper Hill School; Work/Family Directions; Greater New Orleans Afterschool Partnership; Board on Science Education; The National Research Council Center for Education and National Academies for review and evaluation of NASA's Pre-College Education Programs; United Way of Massachusetts Bay; Partners in Out-of-School Time; Catholic Charities Metchen; and New Jersey School Age Care Coalition.

**Tracy Gladstone** received additional support from Judge Baker Children's Center for her work on an ongoing research project titled "Prevention of Depression in At-Risk Adolescents."

**Nancy Marshall** and **Joanne Roberts** received funding from the Bessie Tartt Wilson Children's Foundation, Inc. for the "Child Care Voucher Project."

**Peggy McIntosh** received individual gifts to support the national SEED (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum and to support the Gender, Race, and Inclusive Education Project.

**Nancy Mullin** received additional funding for training and consultation to a national network of trainers of the Olweus Bullying Prevention Program.

**Open Circle** received additional funding from the E. Franklin Robbins Charitable Trust for Open Circle Curriculum Training in New Jersey, a gift from the Vanderbilt Foundation to support Open Circle in the Boston Public Schools; a gift from Roche Bros. Supermarket; and a gift from Barbara and Patrick Roche. The program also received a gift from the Klarman Family Foundation to support the Pamela Seigle Scholarship Fund. Open Circle also received other individual gifts from Advisory Board members.

**Michelle Porche** received funding from the National Child Traumatic Stress Network and Endowment for Health with Dartmouth College for "Community Dialogue and Needs Assessment for Addressing Traumatic Stress among Resettled Refugee Youth in New Hampshire." Porche also received additional funding from the U.S. Department of Education with the University of Massachusetts, Institute for Community Inclusion for "Boston Ready: Universal Access to Professional Development for Early Childhood Educators," and from the Ohio Educational Development Center for additional work on the Collaborative Language and Literacy Instruction Project (CLLIP). Porche was recently named Principal Investigator on the ongoing project "A Social-Ecological Study of Gender, Relationships, and High School STEM," funded by the National Science Foundation.

**Nan Stein** received funding from the University of Hawaii as a guest Instructor in EDUC 616, School Violence Prevention: Promoting Peace among Hawaii's Youth.

# Conferences and Presentations

**Pamela Alexander** presented “Battered women’s continued vulnerability to intimate partner violence” at the Domestic Violence Council of the Coalition of Boston Teaching Hospitals in Boston, MA in June. Alexander presented “Stages of change and the group treatment of batterers” at the annual meeting of the National Institute of Justice Conference, Arlington, VA in July. Also in July, she presented the paper, “Childhood trauma and battered women’s abuse by multiple partners,” at the annual meeting of the International Family Violence Research Conference in Portsmouth, NH. In November, Alexander presented the papers, “Dual-trauma parents and their risk for abusive parenting” and “Dual-trauma couples and intimate partner violence” at the annual meeting of the International Society for Traumatic Stress Studies conference in Baltimore, MD.

**Tracy Gladstone** traveled to Chicago in August to serve as a visiting professor for Medicine and Pediatrics Health Services. While there, she presented two talks: “Family-Based Prevention in the Children of Depressed Parents” at the Outcomes Research Workshop; and “Sibling relationships in children of depressed parents: Implications for prevention” at the Community Health Sciences, Institute for Molecular Pediatric Sciences conference. Gladstone also consulted with colleagues about their work on an Internet-based prevention program for teens who are identified as having depressive symptoms by their primary care practitioner. In September Gladstone attended the Child Depression Consortium Meeting, hosted by the Academic Division of Child Psychiatry, Department of Psychiatry at the University of Pittsburgh Medical Center. This meeting, which convenes every two years, is devoted to research currently in progress on child depression and related disorders. At this meeting, Gladstone was a co-author on a presentation titled “Prevention of depression in at-risk adolescents: Short-term outcomes.” In October, Gladstone attended the 54th annual meeting of the American Academy of Child & Adolescent Psychiatry in Boston, where she presented with colleagues a symposium titled “Preventing depression in at-risk adolescents: Rationale, design, and preliminary results.”

**Judith Jordan** presented “Women’s Community as a Power to Evoke Change” at the Harvard Divinity School conference, “The Vision and Courage of Women as Change Agents,” September 27 at the University Lutheran meeting room in Cambridge, MA. The program was sponsored by the Theological Opportunities Program. Jordan presented a memorial lecture honoring Jean Baker Miller with Carol Gilligan at Miller’s alma mater Sarah Lawrence College in New York, NY on October 24. Jordan also served as lecturer at the 14th Annual Fall Conference on Psychotherapy and Mental Health: “The Power of Connection: Healing Relationships In and Out of Therapy,” sponsored by Human Services, Inc. and the University of St. Thomas on November 2.

**Jean Kilbourne** lectured extensively including presentations in September at the Prevention Symposium in Des Moines, IA; the Prevention Research Institute in Honolulu, HI; Rhodes College in Memphis, TN; Shawnee State University in Portsmouth, OH; University of Wisconsin in Eau Claire, WI; and the Prevention Conference in St. George, UT. Kilbourne spoke in October at Parent to Parent in Andover, MA; the Prevention Research Institute in Portland, ME; and California State University in Fullerton, CA. In November, Kilbourne lectured at Gordon School, Providence, RI; Common Ground in Palo Alto, CA; and Drugs of Abuse Conference in South Carolina.

**Nancy Marshall** made a presentation on the Massachusetts early care and education workforce to Governor Deval Patrick’s Commonwealth Readiness Project, Subcommittee on Early Education and Care. The mission of the Readiness Project is to develop a ten-year strategic plan for education in Massachusetts, from early childhood through higher education. Marshall and colleagues Wendy Wagner Robeson and Joanne Roberts have done extensive research on early care and education. For more information about this work, visit [www.wcwonline.org/workfamilieschildren](http://www.wcwonline.org/workfamilieschildren).

**Peggy McIntosh** presented at the “Call to Action” Catholic conference with Victor Lewis on “Coming to See Our Privilege: The Surprising Journey,” workshops on white privilege and male privilege, November 2-4 in Milwaukee, WI.

**Wendy Wagner Robeson** presented “Changes in Child Care” to the U.S. Department of Justice, Office of Civil Rights-Boston on July 26.

**Nan Stein** was a presenter at the Beyond Bully Prevention: Strategies That Work Conference in Portland, ME on November 5, sponsored by Hardy Girls Healthy Women. Designed for teachers, school counselors, school social workers, administrators, and all adults who work with youth, the conference tackled issues underpinning school-based bullying and harassment. Stein’s presentation, “Sexual Harassment in Schools—The Gendered Dimensions of School Violence and Precursors to Teen Dating Violence,” examined the depth and extent of sexual harassment and teen dating violence among youth in the U.S. Stein also presented at the American Society of Criminology annual

meeting in Atlanta, GA on November 15. She presented “Development and Evaluation of Gender Violence/Harassment Prevention Programs in Middle Schools” during the session dedicated to Preventing Teen Dating Violence and Sexual Harassment among Adolescents. In December Stein also participated in a federal workgroup on teen dating violence and a follow-up workshop to another that the National Institute on Justice hosted in July 2006.

**Allison Tracy** presented a poster, “Modeling Ambiguity in Racial and Ethnic Identification among Mixed-Ancestry Adolescents: Two Latent Variable Approaches,” co-authored by **Sumru Erkut**, at the American Psychological Association meetings in San Francisco, CA, August 17–20, 2007.

The need for thinking about racial and ethnic identity as an underlying (latent) construct that is imperfectly measured by survey questions derives from the fluidity of identity, especially during adolescence. There is growing evidence that racial and ethnic self-identification is subject to a host of contextual, interpersonal, and motivational factors, particularly among individuals who have a mixed racial/ethnic heritage. Individuals of mixed ancestry may report different single-race or mixed-race identifications over time and in different situations. Therefore, even among individuals claiming a single ancestry, there is likely to be a subset of individuals of mixed ancestry who choose to claim a single ancestry in a given context.

Starting with the premise that both single- and mixed-ancestry claims are measured imperfectly, the authors conceptualize racial/ethnic identification as an observed indicator of an unobserved (i.e., latent) identity. Using survey data from over 1,750 high school students, the authors illustrate how latent variable modeling can result in either a categorical or a continuous-level representation of mixed-ancestry identity as an underlying construct.

**Maureen Walker** presented “How Therapy Helps When the Culture Hurts” at the 17th Annual Norman Goroff Memorial Workshop in Concord, NH on September 14. She presented “Revolutionary Hope: Healing the Wounds of Injustice in Our World” at the Ruth Cooperstock Memorial Lecture in Toronto, ON on October 25 and “The Heart of Power: Putting Love and Justice into Action” at Women’s College Hospital, also in Toronto, on October 26. Walker offered “How Connections Heal: Applications of RCT in College Settings” at North Carolina State University in Durham, NC on November 7.



# Save the Date

## WCW Lunchtime Seminar Series

The Spring Lunchtime Seminar Series at the Wellesley Centers for Women (WCW) offers residents and visitors to the greater Boston area the opportunity to hear about work by WCW researchers and program staff. All presentations are held Thursdays, from 12:30-1:30 p.m. at the Centers' Cheever House; they are free and open to the public. Below are working titles and the projected schedule.\*

### FEBRUARY 28

Rangita de Silva-de Alwis, S.J.D.

**Gender-Based Legal Reform in China: The Transformative Potential of Human Rights Norms and Transnational Engagements**

### MARCH 6

Linda Hartling, Ph.D.

Katherine Morrison, Ph.D.

**Connected Intelligence: Beyond Intellectual Humiliation**

### MARCH 13

Sally Engle Merry, Ph.D.

**Traveling Rights: Localizing Women's Rights in Transnational Context**

### MARCH 20

Nancy L. Mullin, M.Ed.

**Recent Trends in Bullying in U.S. Schools: A National Sampling of Results and What It Tells Us**

### APRIL 3

*The Grace K. Baruch Memorial Lecture*

Michelle V. Porche, Ed.D.

Lisa Fortuna, M.D.

**Adolescent Trauma and Implications for Learning and Academic Achievement**

### APRIL 10

Kristen L. Handricken, Ed.M.

**Open Circle: Celebrating 20 Years**

### APRIL 17

Jennifer M. Grossman, Ph.D.

Linda Charmaraman, Ph.D.

**Racial Identity among European-American Adolescents: A Developmental Look at White Privilege**

\*For an updated schedule and/or more information, visit [www.wcwonline.org/calendar](http://www.wcwonline.org/calendar) or call 781.283.2500.

**Linda Hartling** will serve as a co-convenor of the 2007 Workshop on Humiliation and Violent Conflict, Columbia University, Teachers College, New York, NY, December 13-14. The program is sponsored by SIPA-Center for International Conflict Resolution on behalf of the global network Human Dignity and Humiliation Studies (HumanDHS) and the Columbia University Conflict Resolution Network. For more information: [www.humiliationstudies.org](http://www.humiliationstudies.org).

**Judith Jordan** will address Parent Talk, a non-profit organization designed to provide parents of young children emotional and educational support, on the topic of "Raising Competent and Caring Boys and Girls" in Dover, MA on February 7, 2008. For more information: [www.parenttalk.info/Lecture.htm](http://www.parenttalk.info/Lecture.htm). Jordan will give the invited keynote address at the Eastern Psychological Association meeting in Boston, MA on March 14, 2008. For more information: [www.easternpsychological.org](http://www.easternpsychological.org). Jordan will be the keynote speaker as well at the 14th National Conference of the Multi-service Eating Disorders Association on March 29, 2008, at the Needham Sheraton, Needham, MA. For more information: [www.medainc.org/events/](http://www.medainc.org/events/).

**Jean Kilbourne** will lecture extensively and has speaking engagements at Common Ground in Princeton, NJ on February 19, 2008; at the University of Illinois at Springfield, Springfield, IL on March 4, 2008; at Bradley University in Peoria, IL on March 5 and 6, 2008; at Polk Community College in Winter Haven, FL on March 12, 2008; at the CCFC (Campaign for a Commercial-Free Childhood) Conference in Boston, MA April 3-5, 2008; and at Sweet Briar College in Sweet Briar, VA on April 13, 2008. For more information: [www.jeankilbourne.com](http://www.jeankilbourne.com).

**Peggy McIntosh**, Victor Lewis, and Hugh Vasquez will present at the White Privilege 9 conference to be held in April 2008, at the University of Massachusetts in Amherst, MA. Victor Lewis and Hugh Vasquez are well known for their roles in the 1993 documentary, *The Color of Fear*. The trio will also present at the National Conference on Race and Ethnicity to be held in Orlando Florida, in May 2008. Presentations will focus on the phenomena of internalized oppression and internalized superiority. For more information: [www.ncore.ou.edu](http://www.ncore.ou.edu).

**Linda Hartling** will serve as a co-convenor of the 11th Annual Meeting of Human Dignity and Humiliation Studies (Human DHS), at the University of Oslo, Norway, June 25-27, 2008, as part of the Wergeland Year for Human Dignity. HumanDHS is an interdisciplinary network that integrates Relational-Cultural Theory into its efforts to promote human dignity and end cycles of humiliation that damage interpersonal, social, and international relationships around the world. For more information: [www.humiliationstudies.org](http://www.humiliationstudies.org).

# New and Notable Publications

## Gender-Based Legal Reform in China: The Transformative Potential of Human Rights Norms and Transnational Connections (2007)

RANGITA DE SILVA-DE ALWIS AND SUSAN MCGEE BAILEY

\*Price: \$10.00 | Order: WCW428

This paper examines some of the recent revisions to the Law on the Protection of Women's Rights and Interests (LPWRI) in China in the context of the CEDAW Committee's Concluding Observations on China's state party reports and through the lenses of some exciting new developments in gender-based lawmaking in Asia. Transnational legal processes have been described as a bridging exercise between worlds of international theory and practice; as such, we examine to what degree international women's human rights norms and transnational exchanges have been translated into actual practice. In the final analysis we ask whether the cross-border engagements and cross-

pollinations have done enough to redefine laws and focus on the need to operationalize the laws into action. Although the revisions of the LPWRI have taken some important but tentative steps to articulate the concerns of women's groups these steps have failed to reflect all the concerns voiced by civil society groups. The implementation of these provisions remains the biggest challenge. Lawmaking also does not always translate into law in action. While globalization and state transformation in China have spawned a whole new economic structure, they have also spurred a new wave of activism by women's groups in what has now come to be known as globalization from below. The maturation of this process will create ways in which this knowledge transfer can result in the translation of this rhetoric into concrete action. In the final analysis, the heightened activism of women's groups is one of the chief values of China's milestone women's law reform process.

## Other Publishing News

**Linda Charmaraman** authored "Media Gangs of Social Resistance: Urban Adolescents Take Back Their Images and Their Streets through Media Production," which will be published in the January 2008 issue of *Afterschool Matters*.

**Tracy Gladstone** was invited to join the Editorial Board of the *Journal of Family Psychology* (JFP). JFP is published quarterly by the American Psychological Association and is a leading outlet for the dissemination of family research. It publishes original scholarly articles on a range of topics, including marital and family assessment and intervention studies, family-focused prevention programs, family violence and abuse, families in transition, ethnicity, social class, gender and sexual orientation, and family policy.

**Jenny Grossman** and Belle Liang authored "Discrimination distress among Chinese-American adolescents" for the *Journal of Youth and Adolescence* (in press).

**Linda Hartling** authored "Humiliation: Real Pain, a Pathway to Violence," which was published in the *Brazilian Journal of Sociology of Emotion*, Volume 6, No. 17, August 2007.

**Nancy Marshall** and **Wendy Wagner Robeson** co-authored with Robert C. Pianta, Jay Belsky, Renate Houts, Fred Morrison, and the NICHD Early Child Care Research Network: "Opportunities to Learn in America's Elementary Classrooms" in *Science*, March 2007. Marshall and Robeson also co-authored with the NICHD Early Child Care Research Network: "Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade" in *Child Development* and "Trajectories of physical aggression from toddlerhood to middle childhood" in *Monographs of the Society for Research in Child Development*.

**Nancy Mullin** authored a two-part article, "Responding to Teasing and Bullying in Out of School Time," (working title) which will appear in *School Age Notes* in December 2007 and January 2008. The article will provide an overview of research about bullying, will address the challenges faced by school-aged child care programs, and will offer concrete

## An Army of Ex-Lovers: My Life at the Gay Community News (2007)

AMY HOFFMAN

\*Price: \$22.95 | Order: BK1019

Boston's weekly *Gay Community News* was "the center of the universe" during the late 1970s, writes Amy Hoffman in this memoir of gay liberation before AIDS, before gay weddings, and before *The L Word*. Provocative, informative, inspiring, and absurd, with a small circulation but a huge influence, *Gay Community News* produced a generation of leaders, writers, and friends. In addition to capturing the heady atmosphere of the times—the victories, controversies, and tragedies—Hoffman's memoir is also her personal story, written with wit and insight, of growing up in a political movement; of her deepening relationships with charismatic, talented, and sometimes utterly weird co-workers; and of trying to explain it all to her large Jewish family.

suggestions to address and prevent bullying problems in these unique settings.

**Michelle Porche** authored "Reading," a chapter in *Gender & Education: An Encyclopedia*, edited by Barbara J. Bank, published by Praeger, Westport, CT, & London.

**Nan Stein** and Wellesley College student and Wellesley Centers for Women (WCW) intern **Gabrielle Abousleman**, co-authored the article, "Children as Crime Victims" to be published in a forthcoming issue of *The University of Chicago Companion to the Child* encyclopedia. Abousleman, through the Class of '67 internship at WCW, worked with Stein on this compilation of data on child victimization in the U.S. and abroad. Stein also authored "Bullying, Harassment and Violence among Students," a chapter in *Gender & Education: An Encyclopedia*, edited by Barbara J. Bank, published by Praeger, Westport, CT, & London.

## Just off the Presses!

*Playing with the Boys: Why Separate Is Not Equal in Sports*, a new book by Laura Pappano and Eileen McDonagh—see listing on page 17!

\*Please note that prices do not include shipping and handling  
The publications listed here may be purchased from the WCW publications office by calling 781.283.2510 or by visiting [www.wcwonline.org/publications](http://www.wcwonline.org/publications).



# Commentary

## Adolescent Literacy and Achievement: Widening the Path to Success

### How can all students, particularly low-income at-risk students, reach their full academic potential?

In our new book, *Is Literacy Enough?*, which we co-authored with Catherine Snow and Patton Tabors, we explore the continuities and discontinuities of early literacy skills on adolescent achievement. In this book, we describe the original 83 low-income students who began participating in the Home-School Study of Language and Literacy Development at the age of 3, and we conclude with the outcomes for the 47 participants who continued in the study until they reached young adulthood. When this study began, Dr. Snow, the Principal Investigator, set a groundbreaking path into the importance of language as a foundation of early literacy. Results from this study have influenced conceptual and practical approaches to early reading instruction, helping to set national standards. At the end of the 16-year study many hypotheses were borne out, even as new questions were generated about our most vulnerable children.

We hypothesized that supportive learning environments with opportunities for exposure to rich language use both at home and at school were essential to the development of early skills in word recognition, academic language, and vocabulary. Secondly, we hypothesized that those skills would be predictive of later comprehension skills. We found support for both of these hypotheses. But our most striking finding was the high degree of continuity between standardized literacy assessments from elementary through high school, which in some cases showed a stark contrast with actual school achievement as measured in GPA, retention in grade, and disciplinary actions.

While many students who started out well in elementary school—usually the result of strong home and school support—continued to do well throughout high school, and others who began school at a disadvantage to their classmates fell further and further behind, we also saw a third group of students who possessed exemplary literacy skills but who were failing in school. Interestingly, what we were seeing in our research was mirrored in results from other studies around the country.

Although the most recent Nation's Report Card shows modest progress in elementary reading scores, most notably in our home state of Massachusetts, the report also shows a decline for middle school students' progress. At this particular crossroad our nation is mired in a chokehold of accountability and standardized testing. Legislation rests on the premise that if every child can pass proficiency in reading we will have fixed our broken educational system. This focus on literacy is necessary and essential, but is it sufficient for change when drop-out rates remain alarmingly high and our older students are far behind students in other industrialized countries in reading, math, and science? As researchers dedicated to this project for over a decade we, too, placed a great deal of emphasis on the power of literacy as a transformative opportunity for a new generation of children in the 21st century. We still believe in this power, but also have a more realistic view of the many factors that influence achievement including social and emotional variables that we, as a nation, must also pay attention to in order to remediate our educational system.

While we were initially encouraged by the evidence of strong literacy skills among students in our study, we became concerned as we witnessed a decline in school engagement for some of our strongest performers who clearly were capable of doing well. These students had started off strong, but began to show signs of significant failure in middle school, yet not because of ability. Some of our strongest students—who happened to be boys in this study—were the ones dropping out of school, being retained in grade, or being expelled. Why were these seemingly well-equipped students falling apart?

As our students moved into middle school they encountered a terrific number of challenges at home and at school that were not related to academics. Students were struggling due to a multitude of factors including school transitions, harassment at school, difficulties with peer relationships, neighborhood violence, domestic violence in the home, divorce, traumatic loss, teen pregnancy, social-emotional difficulties, identity, motivation, and lack of support from overworked school personnel. Qualitative case studies in the book describe these factors in greater detail, in combination with longitudinal statistical analyses charting growth in literacy skills over time. After taking a closer look at some of these factors we began to understand that for high-risk adolescents unfortunately the path to academic success was much narrower than the path to failure.

So how can we widen that path to success? How can we ensure that more students complete their high school education? We were left with these new questions as we wrapped up our research. The list of risk factors described in our study seems daunting but there are things that parents, educators, researchers, and policy makers can do that would help make a difference in these students' lives. In fact, by taking a look at some of the students who were able to successfully navigate those challenges and go on to college, we gained insight on success. Some of these students who were placed in special education or were enrolled in vocational programs reported being very satisfied with school, having higher motivation than other students in the sample, and reporting more positive attitudes about school. Why was this so? Perhaps the smaller class sizes enabled them to develop closer relationships with their teachers, which helped them feel more connected. In contrast, some of our participants had to persevere through competitive academic programs with relatively little support from school personnel. These students who remained engaged in school described the ways that parents and other important adults in their lives helped them set goals and plan for their educational futures.

There are a growing number of efforts designed to improve instructional practices for adolescent literacy. Stimulating reading instruction needs to be provided to assist students in staying motivated so they continue to want to read to learn once they have learned to read. But to be most effective, these efforts must exist within a greater context of social and emotional support for adolescents. A move toward smaller schools is one example of a strategy to provide more individualized instructional time for each student. Additional time and attention may have a direct effect on achievement but an indirect effect as well, in that it fosters stronger relationships between students and teachers and may

provide opportunity for teachers to help address other stresses in a student's life that interfere with learning.

In a new direction of research at the Wellesley Centers for Women, much driven by witnessing the patterns of academic discontinuity for adolescents in this study, we focus on learning more about social and emotional risk factors and how those factors are related to learning in general and literacy in particular. Further, we are beginning to explore the ways that teachers can augment their instructional skills with greater knowledge of how these other risk factors influence adolescent development and learning.

Data from the Home-School Study allowed us to hear in the students' own words how difficult it is for them to focus attention on academic tasks when distracted by stressful situations outside of school. Now, in new research we are also beginning to hear how middle school teachers recognize the way stressful events in adolescents' lives impede classroom learning, as well as teachers' frustrations with limitations in being able to attend to issues beyond preparation for standardized testing.

Next steps are recognizing ways to combine targeted academic instruction with integrated strategies for providing socio-emotional support in coordination with school support services, thereby making explicit links between school mental health and achievement. Many students succeed despite adversity, and we highlight these stories in the book as well.

Improvements in literacy instruction are working to help keep younger children from falling behind. But much work needs to be done to develop school-based interventions in areas not traditionally thought of as critical to academic achievement so that adolescents truly have the support they need to succeed. R



Michelle Porche, Ed.D. is a senior research scientist and Stephanie Harris, M.A. is a research associate at the Wellesley Centers for Women (WCW). Their book, *Is Literacy Enough? Pathways to Academic Success for Adolescents*, was published earlier this year by Paul H. Brookes Publishing Co., Inc. and is available through the WCW publications office. Their current evaluation initiatives include the Collaborative Language and Literacy Instruction Project (CLLIP) and Boston Ready: Universal Access to Professional Development for Early Childhood Educators. Porche's additional research projects include Trauma and Literacy; Community Dialogue and Needs Assessment for Addressing Traumatic Stress among Resettled Refugee Youth in New Hampshire; Success in Science, Technology, Engineering, and Mathematics (SISTEM); and Adolescent Mixed-Ancestry Identity: A Measurement Pilot.



## Squeeze Play: Why Title IX Is Not Enough



### What brought you to the Wellesley Centers for Women?

**LP:** While I was writing a weekly education column called “The Chalkboard” for *The Boston Globe*, I had interviewed researchers and scholars from the Wellesley Centers for Women. I learned more about Centers’ work and I was interested in the focus on women’s experiences, the international work, and several projects that had been undertaken. I had been a visiting scholar at Radcliffe’s Murray Center for four years and appreciated that environment and the chance to be around thoughtful people doing interesting work. I met Eileen McDonagh there and we started talking about our book project. I felt WCW would be a perfect community for me to continue my research and writing.

### Your first book—*The Connection Gap*—what was its focus?

**LP:** The book stemmed from a *Boston Globe Magazine* piece that I had written, called “The Connection Gap,” which explored changes in American society that made us feel alone—even if we technically weren’t. It was really somewhat of a social commentary on the things that were making us less present, less connected. It wasn’t just about technology, but about the evolution of modern life and human relations. There are all these thousands of decisions that we make—

or fail to make—without really being conscious about what will result. And in the end, you know, it profoundly changes our lives and our society.

We received such a huge response from the *Magazine* piece that I knew it struck a nerve and was worth exploring. I spent about five years researching aspects of social change and people’s responses to those changes, like how it affected relationships when people stopped using horses and started using cars, when the “ideal” American home went from being “efficient” in that it minimized the number of steps you had to take—all the bedrooms were close to one another and designed around a single bathroom—to houses in which privacy and separation are prized and bedrooms are built very far apart and increasingly with their own bathrooms. When you share intimate space with people, you know different things about them—even if they are in your family.

### So much of your current work focuses on athletics. What’s the appeal for you?

**LP:** I’ve always been athletic, always been interested in sports. I played Varsity field hockey at Yale; in high school my sister and I were the only girls on the town soccer team. When I was in middle school I signed up for the Danbury News-Times Carrier League baseball—I was the only girl I came across in the league at that time.

### What was it like breaking through barriers so early in Title IX’s history?

**LP:** I didn’t at first think of myself as “breaking barriers” so much as wanting to play baseball, which I’d always enjoyed. I didn’t have a lot of recreation options at the time, so when I saw a flyer attached to my bundle of newspapers at the start of the summer, it seemed perfect. Only after I’d signed up, did I realize that I wasn’t who they had in mind when they created the league. What I recall from that experience most potently was that even my own teammates didn’t want me there. I remember once I stole a base—and I knew the league rules cold. I knew that you could move on the motion of the pitcher, and yet, after I stole the base, the other team was so upset and embarrassed that even my own teammates chimed in and yelled at me to “go back, go back!” I just stood on second base and stared down at my sneakers.

### How old were you?

**LP:** I would have been 13. Earlier, when I was in sixth grade—right when Title IX was passed—the school decided that they would no longer require just girls to take home economics and only boys to take shop—we could choose which class we wanted to take. But the catch was, without ever having sampled the other course, in sixth grade you had to choose for the next two years. Clearly, in retrospect, it was meant to intimidate people into not switching across genders. But I had decided to take shop and I assumed lots of other girls were going to do that, too. The next year, in seventh grade, I found out there were only two of us in the whole school – and Heidi wasn’t in my class. When I had first turned in my sign-up sheet, my sixth grade homeroom teacher was so outraged that he led a kind of mini-campaign to try to get me to change my mind and take home economics. In front of the class he would issue graphic

warnings, describing how my long hair would get caught in the machinery. I stuck with my choice, but he had rattled me. During one of the first shop classes, the teacher was standing there in his grey smock and monotone voice making that old point about measuring twice and cutting once. Well, it turns out that one of the boys cut his board the wrong length. I remember just being stunned, I can still envision standing in that shop class feeling confused because I had been told so many times that I didn’t “belong” and I had convinced myself that if anyone was going to make a mistake it would absolutely be me. To discover that a boy could make a mistake in woodshop was so freeing. It was really, really incredible. Those sorts of things made me realize that there was a lot more going on there than sports and shop.

The concerning thing is that this past spring, my daughter had a similar experience. She’s a very good athlete and she had chosen to play softball, but when we were watching her brother’s baseball team play, and she saw that some boys missed catches or didn’t follow the coach’s direction well—in essence, weren’t like mini-Major Leaguers—she turned to me and said, “I should have played Little League.” It made me realize that after these 30-plus years, there is this silent way in which we women get in line and accede to things we have no need to accede to.

### What did you and Eileen McDonagh want to accomplish with your new book?

**LP:** Sports haven’t been studied as much as other areas. The institution of sports hasn’t been viewed as a political tool or social tool, in the way that matters around workplace rules, access to education and political rights have. Sports has been treated as entertainment and recreation and hasn’t gotten the same scrutiny. In this book, we’re looking to raise consciousness



Laura Pappano is the first writer-in-residence at the Wellesley Centers for Women (WCW). An experienced journalist, Pappano has been widely published in *The New York Times*, *The Boston Globe*, *The Boston Globe Magazine*, *Good Housekeeping*, *Working Mother*, and *The Harvard Education Letter*, among other publications. While at WCW, Pappano is working on a book proposal that will combine her more than 20 years writing about education with her interest in women’s issues. Her new book, co-authored with Eileen McDonagh, *Playing with the Boys: Why Separate Is Not Equal in Sports*, has just been released by Oxford University Press.

*continued on page 16*





*Laura Pappano and her Yale University field hockey teammates in 1981.*

around the very powerful role that sports plays in our society, particularly in enforcing a gender hierarchy in which males represent the standard and females occupy second-class status. There is a connection between the gender hierarchy enforced in athletic rules, practices, and public treatment and the maintenance of gender hierarchies in political, social, and economic arenas. In making our case, we considered legal, historical, biological, cultural, and sociological contexts. Sports are not neutral, what are the messages, the numbers, the rules, the practices, saying?

For example, why does badminton for men go to 15, and go only to 11 for women? Why are lengths of new (1996) Olympic off-road bike races designed to be 15 minutes shorter for women than for men when research has proven that women excel in endurance events? When we look at the biological differences between men and women—and we certainly acknowledge that there are biological differences—we found that the physical and physiological differences between men as a group and women as a group really didn't justify rule differences. There wasn't a relationship between the sex difference and the rule differences. In fact, the rules differences just served to enforce the gender distinction: the men's game is the standard, leaving the women's game to still feel secondary, and in some cases, temporary.

## **Why is that? What would you say are the biggest barriers when we look at Title IX?**

**LP:** One big issue is that when Title IX was first passed in 1972, there was this moment historically when people weren't sure what that meant. Many schools, even colleges started integrating football teams or just allowing co-ed play. Then there were draft regulations in 1975. There was just such an extended period of time for determining what the regulations were. So the result was very unlike No Child Left Behind in which the regulations hit retroactively. Obviously, people were not eager to clarify this or implement it. When the regulations for Title IX came out, they allowed for sex segregation in contact sports. So, all of these sports that had become integrated then became separated. The act of separating contact sports in effect separated all sports. It became *quid pro quo*: if you have football you have field hockey. If you have gymnastics you have wrestling. There was a whole separation. The law doesn't demand equality, it demands progress. The regulations and interpretations of those regulations allow a lot of leeway. And, it's not particularly well enforced. Title IX's approach of separating sports is a disservice. Separate but equal is not equal. There is a legal conflict between Title IX and the Equal Protection Clause in the Fourteenth Amendment to the Constitution. There is a ten-

sion between American egalitarian values and the way sports have played out under Title IX.

As far as the money, it is nowhere close to equal. Only 15 of the 326 Division I schools spend more on all women's sports combined than they do on football. I happen to really love football, but if the NFL wants a farm league, then they should develop it. We shouldn't be spending our equal education dollars on this. There are a lot of paternalistic attitudes toward women's sports and even toward female athletes. Even when you look at women's soccer—they're incredible athletes but there's still that parallel of little girls in ponytails, just a bigger version than what you see on a Saturday morning on the local playing field. You can see this attitude played out in ticket prices—even when sports aren't trying to make money. It costs \$4 to see the Rutgers women's soccer team play—but \$7 to see the Rutgers men's soccer team play. That is not about athletic department revenues; it's about enforcing gender differences and placing different values on male and female play, regardless of how talented, interesting, or competitive the players and games may be. There's also research that shows that when you pay different amounts for tickets, that you value the events where you paid more or made a greater investment. I would argue that if we're going to properly enforce Title IX, that's an aspect that must be considered.

## **What are your concerns, most, about the future of Title IX for the playing field and the classroom?**

**LP:** Title IX, ironically enough, was not meant to be about sports. It was meant to be about education opportunities, at a time when girls weren't allowed to work the movie or slide projector. But, it has become most popularly debated as a vehicle for fairness in sports. The problem is that Title IX has forced all these important changes, but it's become our own worst enemy in the sense that it codifies an inequality. I think that we need to look at it fresh—enforcing it more rigorously, being clearer about the guidelines, what it should comprise.

*The most provocative part of the argument is that we don't have just men's sports and women's sports, but we need more opportunities where men and women are playing together.*

In terms of the classroom, I think sports need to be a nice complement to an education, not the reason that kids are in school. Sports should not take over the school or university, but in many, many cases they do. Increasingly, the best physical education programs in K-12 schools are really about life sports. The aim these days, and probably for the past 10-15 years, has been to teach kids skills that are going to promote fitness and health throughout the lifespan. And a lot more of that is done on a co-ed basis, which is a positive thing. Sports, if it's not taken to the nutty extreme, is an incredibly, incredibly valuable experience. It provides a sense of self, of physical competence, of teamwork, of resolve and resilience. That's very important.

## **What do you imagine, or envision for making sports equal?**

**LP:** Title IX came along at a moment when we could not imagine females being legitimate ath-

letes. Today, you watch a NCAA women's basketball game and these are just as exciting, just as competitive as when men are on the floor. The most provocative part of the argument is that we don't have just men's sports and women's sports, but we need more opportunities where men and women are playing together. There are so many levels of competition and play at which we create separate male and female versions of sporting experiences. When really, let's base it on skill. Let's create a great model for social relations by having men and women playing together on the same field. Certainly there are stereotypes of the male athlete and the female athlete—the NFL lineman,

and the petite gymnast. But if you look in any room or gathering, you find that there are more physical differences within genders than between genders. And that's what we're saying—sports are played by individuals and the rules shouldn't be defined by stereotypes.

As women, we need to attend sports, we need to follow sports, we need to own teams. We need to play. We need to coach at all levels. We need to create more opportunities for co-ed sports, and for girls to do sports females don't typically play and for boys to do sports males don't typically play. We need to mix it up! We need to not make sports a site of rigid gender identification, because it has become a powerful gender-coding entity in our society. We need to create more comparable playing times, support venues, publicity, ticket prices. I think we need to do all of those things.

We should all be sports enthusiasts if we know what's good for us as feminists. [R](#)

## **JUST OFF THE PRESS!**

### **Playing with the Boys: Why Separate Is Not Equal in Sports**

EILEEN McDONAGH AND LAURA PAPPANO

*\*Price: \$28.00*

*Order: BK1020*

From small-town life to the national stage, from the boardroom to Capitol Hill, athletic contests help define what we mean in America by success. And by keeping women from playing with the boys on the grounds that they are inherently inferior to men, society relegates them to second-class status in American life.

In this forcefully argued book, Eileen McDonagh and Laura Pappano show in vivid detail how women have been unfairly excluded from participating in sports on an equal footing with men. Using dozens of colorful examples from the world of contemporary American athletics—girls and women trying to break through in high school football, ice hockey, wrestling, and baseball, to name just a few—the authors show that sex differences are not sufficient to warrant exclusion in most sports, that success usually entails more than brute strength, and that the special rules for women in many sports do not simply reflect the "differences" between the sexes, but actively create and reinforce them. For instance, if women's bodies give them a physiological advantage in endurance sports like the ultra-marathon and distance swimming, why do so many Olympic events—from swimming to skiing to running to bike racing—have shorter races for women than men? Likewise, why are women's singles games in badminton limited to 11 points while men's singles go to 15? Surely female badminton players can endure four more points. Such rules merely reinforce a "difference" for social—not competitive—purposes.

An original and provocative argument to level the athletic playing field, *Playing with the Boys* issues a clarion call for sex-sensible policies in sports as another important step toward the equality of men and women in our society.

*\*Please note that price does not include shipping and handling. This book may be purchased from the WCW publications office by calling 781.283.2510 or by visiting [www.wcwonline.org/publications](http://www.wcwonline.org/publications).*



# Global Connections

## Women and Children: The Human Rights Relationship

### ASIA REGIONAL CONFERENCE



Wellesley Centers for Women is proud to partner with UNICEF for “Women and Children: The Human Rights Relationship,” a conference that examines the intersections and gaps between women’s and children’s rights in Asia. Slated for December 9–10 in honor of Human Rights Day, the conference brings together rights advocates from across the region to dialogue on and build shared agendas based on the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of Discrimination against Women (CEDAW). Rangita de Silva-de Alwis, WCW senior advisor on international programs, leads the ongoing initiative.

#### Conference Concept

Numerous case studies reveal that children’s rights cannot be guaranteed in a framework that diminishes women’s status and discriminates against them. On the other hand, gender-based subordination is deeply embedded in childhood and is part of the continuum of discrimination and violence that runs through women’s lives. The conference planners propose that, in reality, the struggles to realize the human rights of women and children have much in common because women and children have historically had similar disadvantaged legal and social positions. The human rights framework is an effective entry point for analysis and actions to promote gender equality and the rights of children.

Throughout a woman’s life cycle, various forms of gender-based discrimination and violence manifest themselves at different stages. Even before birth, females in cultures where son preference is prevalent are targeted by the violent discriminatory practices of sex-selective abortion and female infanticide. Discrimination against the girl child manifests itself as physical and sexual abuse, enforced malnutrition, and unequal access to all resources including health care and education. Incest, female genital mutilation, early childhood marriage, and other harmful traditional practices, and the sale of children by their parents for prostitution, trafficking, or bonded labor are all different but interrelated forms of gender-specific discrimination and violence against girl children.

Gender bias in law has a negative impact on women’s and children’s access to numerous resources, including education, healthcare, ownership of property, and decision-making in both the family and the public sphere. Gender bias spills over into legislative responses to gender violence, including the way in which criminal law views violence against women and children. In many countries, even when laws offer equal protection, customary practices still subordinate women and girls. The Convention on the Elimination of Discrimination against Women’s greater elaboration of States Parties’ responsibilities with regard to measures in the private sphere offers another opportunity for those concerned with the rights of girls in particular, such as preferential access to education for girls in order to achieve substantive equality.

Using the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of Discrimination against Women (CEDAW) together enables a more comprehensive human rights-based approach that takes into account specific vulnerabilities based on age, gender, and unequal power relations that result in violence and discrimination

against both women and children. The two conventions also bring comparative strengths to the overall pursuit of women’s and children’s rights. This conference, “Women and Children: the Human Rights Relationship,” provides an opportunity to bring together experts and leaders in the field of women’s rights and children’s rights to examine complementarities between the two agendas. This meeting reaffirms that human rights forms an indivisible and interdependent system of norms.

The December conference and follow-up communications via an online message board focus on practical and innovative ways to link the CRC and CEDAW in law and policy making in the region. Specific areas addressed include: law reform and creative programming regarding rights in the family, violence against women and children, equality in education, trafficking in women and children, and the reconciliation of work-family obligations. These issues are being examined through an analysis of the intersections of the CRC and CEDAW Committee Concluding Observations and Concluding Comments of Asian State Party reports. Using them complementarily produces

a more comprehensive, expansive, and holistic framework of recommendations.

The overarching goal of the conference is to highlight the opportunities that CRC and CEDAW provide to promote the rights of women and children and examine the practical implications and added value of considering the two Conventions together. Furthermore the conference and continued online discussions will identify strategic entry points for strengthening support to implement the CEDAW and CRC through national legislation, policies, and budgets. The conference also provides opportunities to establish a strong network and alliance for the promotion of women’s and children’s rights, as well as the implementation of the recommendations developed at the conference. This will be facilitated through information exchange that will continue to deliberate and act on the goals of the conference.

For more information on “Women and Children: The Human Rights Relationship,” visit [www.wcwonline.org/asia2007](http://www.wcwonline.org/asia2007). R

Global Connections continued on page 20

**Julie Dennehy** traveled to Guadalajara, Mexico in September, to St. Petersburg, Russia and Caracas, Venezuela in October, and to Shanghai, China and Cairo, Egypt in November to begin collecting data for evaluations of FasTracKids programs in these cities. The National Institute on Out-of-School Time (NIOST) at Wellesley Centers for Women has been contracted by FasTracKids Enrichment Centers to conduct an evaluation of sites from around the globe. FasTracKids offer a variety of classes and activities that promote early exploration for lifelong learning. The FasTracKids Research Study is a 19-month international study conducted by NIOST aimed at examining the link between participation in FasTracKids enrichment programs and child outcomes for children 4 and 5 years old. Dennehy's NIOST colleague, **Diane Gruber**, will be conducting FasTracKids evaluations in several U.S. cities in New York, Georgia, and Illinois.



Julie Dennehy (center) and FasTracKids' colleagues in Guadalajara, Mexico in September.

**Rangita de Silva-de Alwis** made a presentation on new developments in women's rights lawmaking and judicial decision making in Asia, within a human rights framework, to the Private Sector Team at Oxfam America, headquartered in Boston, MA, in May. She traveled to New Dehli, India in June for the pilot training program for cause lawyers on domestic violence as part of her work with the Asia Cause Lawyers Network, and then participated in the Bangladesh National Woman Lawyers Association meeting, "National Consultation: combating domestic violence: the way forward," held in July. In September, de Silva-de Alwis traveled to Mexico to meet with the head of the Gender Equality Commission and several Congresswomen to discuss critical gender equality issues in Mexico and the Latin America region.



Rangita de Silva-de Alwis (left) joined colleagues from across Asia at the Asia Cause Lawyers Network in New Dehli.

**Tracy Gladstone** attended the Nordic Forum in Reykholt, Iceland in May where she delivered with a colleague, "Prevention efforts in Boston: Building resilience in children at risk for depression." The Nordic Forum is an annual meeting of clinicians and policy makers in Finland, Norway, Denmark, Sweden, and Iceland who have made a commitment to treating the children and families of adults who present with mental health concerns. These countries have implemented on a national level the prevention programs with which Gladstone has worked with colleagues in Boston over the past 12 years.

**Peggy McIntosh** lectured in two Chinese universities: Peking University (PU) in Beijing, and Kunming University in Kunming, Yunnan Province in October. Wei Guoying, professor, director of the Women's Research Center at PU, and recent visitor to the Wellesley Centers for Women (WCW), hosted the visit. The translator/interpreter was Tao Jie, professor, Deputy Director of the Women's Research Center, and former visiting scholar at WCW. The Women's Studies program hosted the Kunming University visit. McIntosh lectured on women's studies, feminist theories, the principles and practices of the **Seeking Educational Equity and Diversity (SEED) Project**, white privilege, and internalized oppression at both universities.

Anne McAra of the International School of Tanganyika in Tanzania, Africa, attended the New SEED Leaders' Week in San Anselmo, CA, July 12-19, 2007. Like the 43 other participants in the SEED leader training, she is now facilitating a monthly three-hour SEED seminar in her school for 10-20 colleagues on the faculty and staff. The seminar will meet throughout the academic year. International schools in ten different nations have held SEED seminars over the 21 years of the project's existence. The SEED seminar in Hong Kong International School is in its 21st year.

**Nan Stein** traveled to Spain to the University of Castilla-La Mancha and the Women's Institute of Castilla-La Mancha in October to exchange ideas and discuss issues around gender violence. Her visit included presentations at a Faculty of Education workshop with faculty and graduate students in Cuenca, and at the Annual Women's Institute Conference. Stein additionally met with a research team from the university's psychology department to design future cross-cultural studies.

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—SUSAN MCGEE BAILEY, EXECUTIVE DIRECTOR

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